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AUTHOR Peter, Richard; Nelson, Orville
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ABSTRACT

A two-day workshop was held in Wisconsin to identify secondary-postsecondary vocational teacher and vocational teacher trainer needs as they relate to bilingual/bicultural vocational education and to design a delivery system for meeting these pre- and inservice needs. The conference agenda was designed to provide information on the latest developments and concepts in bilingual/bicultural education and to generate methods and plans for its improvement. Following the presentations, two discussion groups generated lists of needs which were synthesized and prioritized as follows: (1) needs assessment, (2) planning and coordination, (3) educational needs (social and cultural), (4) development of special programs, (5) supportive services, (6) mass communication, (7) employment development, and (8) monitoring of program effectiveness. The groups then developed action plans for each and concluded that three measures were required to implement them: conducting regional inservice seminars for administrators, teachers, counselors, and paraprofessionals; conducting a needs assessment for bilingual/bicultural education in Wisconsin; and establishing target dates for vocational education to meet the needs of bilingual/bicultural students. As a result of these meetings, two projects were proposed for federal and state funding, and provisions were made to offer a course in the principles of vocational, technical, and adult education to bilingual/bicultural educators. (ELG)

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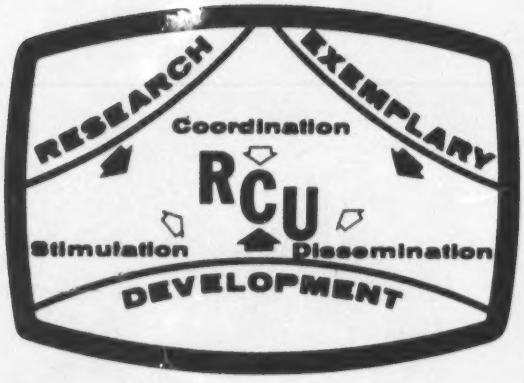
ED155377

FINAL REPORT
Project No. 19-081-151-317

NEEDS ASSESSMENT AND PLANNING WORKSHOP FOR BILINGUAL/BICULTURAL VOCATIONAL EDUCATION



by

Richard Peter
Industrial Teacher Education Department

Orville Nelson
Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin

September, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 016 684

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Chapter I

Purpose, Objectives and Background

Summary

The purpose of this project was to identify vocational teacher and vocational teacher trainer training needs as they relate to bilingual/bicultural vocational education. A committee of bilingual/bicultural educators and researchers and vocational teacher trainers met for two days to identify the needs and develop a plan to meet these needs. A copy of the needs and plans are included in the results of this report.

Introduction

Recent vocational education legislation (Vocational Education Amendments of 1976) recognizes the significant need for bilingual/bicultural vocational education. Contemporary philosophy supports multi-culturalism rather than the melting pot approach in the United States.

Although Wisconsin does not have large numbers of bilingual persons, we do have a variety of languages and cultures present. Spanish speaking persons comprise the largest group (85,000) of bilingual/bicultural persons. Native Americans are the second largest group (20,000). Recently a significant number (2,600) of Indo Chinese have come to Wisconsin. In addition, Wisconsin has a number of people with strong cultural heritages from other countries.

The Wisconsin VTAE System has made some significant advances in serving these people. However, more needs to be done. This is especially true at the teacher training level. Vocational teacher education programs have not developed courses, learning experiences and delivery systems for bilingual/bicultural education.

Problem

The problem of this project was to identify the vocational teacher and vocational teacher trainer needs as they relate to developing bilingual/bicultural learning experiences and materials, courses, and teaching strategies. The project also identified the delivery systems for these competencies at pre and in-service levels.

Objectives

The objectives for this study were:

1. Determine the needs of vocational teachers at the secondary and post-secondary levels.
2. Determine the needs of vocational teacher trainers.
3. Develop a professional development plan for bilingual/bicultural education.
4. Design a delivery system for pre and in-service training in bilingual/bicultural vocational education.

Rationale

Until recent years, students were expected to adapt to the educational system. The characteristics of the system were determined by the major group involved in administering and operating it. Modern transportation, wars, social conflict and a significant change in social values and attitudes have reversed this philosophy. Now the system is expected to adapt to the students' learning styles.

This significant change, which occurred in a relatively brief time span, has created a major need for pre and in-service training in bilingual/bicultural education for vocational educators. The abruptness of this change and the steady-state funding for the vocational teacher training institutions has created a lag in responding to this need.

It was determined that a planning project to investigate these needs, determine the educational experiences needed, and design a delivery system for these experiences was needed.

Chapter II

Approach

Bilingual/bicultural students and teachers, SBVTAE staff, VTAE administrators and teachers, and vocational teacher educators were brought together to explore needs and develop a professional development plan for resolving these needs. Participants in the Planning Conference were selected with the assistance of Armando Orellana, Consultant for Vocational Education, at the Wisconsin Board of Vocational, Technical and Adult Education. Members of the Committee are listed in Appendix A.

The Planning Conference agenda was designed to provide information on the latest developments and concepts in bilingual/bicultural education. (See the agenda which follows.). In addition, the presenters challenged the Committee members to generate approaches and plans which would significantly improve bilingual/bicultural education.

Participants also had an opportunity to share their ideas and questions in small group sessions. These sessions were directed by the presenters and workshop staff. The initial discussion session, 3:30-5p.m. on Tuesday, focused on identifying needs. Participants brainstormed a large number of needs and then developed a prioritized list.

On Wednesday the groups reported and discussed the needs and priorities. After this session they again meet in their small groups to develop a plan to resolve these needs. The final session was devoted to reviewing the two plans and developing one plan based on the judgment of the total group.

Bilingual/Bicultural Education in the World of Work

Agenda

Place:	Marc Plaza, Milwaukee, Wisconsin
Dates:	April 18-20, 1977

Monday, April 18

7:00 - 8:30 p.m.	Preregistration for the workshop

Tuesday, April 19

8:00 - 8:30 a.m.	Registration
8:30 - 9:00 a.m.	Welcome - Goals and objectives of the workshop (Nelson or Halfin)
9:00 - 10:15 a.m.	Bilingual/Bicultural Education • Introduction of the speaker (Orellana) • Presentation (Fernandez) * The nature of bilingual/bicultural education for the world of work * The federal and state legislation related to bilingual/bicultural education * The challenge - Improve bilingual/bicultural education in vocational education • Questions and discussion
10:15 - 10:30 a.m.	Coffee Break
10:30 - 11:30 a.m.	Small Group Session I A. Bilingual/bicultural education for persons with special needs - Orellana & Rodriguez B. World of work - bilingually - Zamora C. Legal basis for bilingual/bicultural education - Fernandez D. Student needs and materials development - Wesselius & Orellana
11:30 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Small Group Session II (Participants attend a different session. Groups A, B, C, and D repeated)

2:00 - 3:10 p.m.	Small Group Session III (Participants attend a different group session. Groups A, B, C, and D repeated)
3:10 - 3:30 p.m.	Coffee Break
3:30 - 5:00 p.m.	Small groups meet to identify list of needs and develop a prioritized list.
5:00 - 6:00 p.m.	Refreshments
6:00 - 7:30 p.m.	Dinner
7:30 - 8:15 p.m.	The critical need for bilingual/bicultural education for adults (with special implications for parents) - Baez

Wednesday, April 20

8:30 - 10:00 a.m.	Small groups present needs and priorities. Total group discusses and derives consensus.
10:00 - 10:15 a.m.	Coffee Break
10:15 - 12:00 noon	Small groups discuss ways to reduce and resolve needs.
12:00 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Small groups report.
2:00 - 3:30 p.m.	Small groups develop action plans for specific priority areas. (Each group will be assigned 3 to 4 priority areas.)
3:30 - 5:00 p.m.	Total group discusses action plans and suggests changes.
5:00 p.m.	Adjourn.

Chapter III

Results

Introduction

The Bilingual/Bicultural workshop began Tuesday, April 19, with a morning session which featured the keynote presentation by Ricardo Fernandez. His topic treated the need and importance of bilingual/bicultural vocational education. He discussed federal and state legislation and also presented the group with a challenge: To improve bilingual/bicultural education in vocational education in Wisconsin.

Following the keynote presentation, the workshop was divided into smaller groups to hear presentations and participate in discussions on the following topics:

- Bilingual/bicultural education for persons with special needs-Orellana and Rodriguez.
- World of work-bilingually-Zamora.
- Legal basis for bilingual/bicultural education-Fernandez.
- Student needs and materials development-Wesselius and Orellana.

With this orientation as a background for discussion, groups were then identified to brainstorm a wide variety of ideas on the needs in the area of bilingual/bicultural vocational education with special emphasis on the area of teacher preparation. The procedure that was followed in each group was to brainstorm ideas, develop a list of these ideas, and then to rank order the needs.

Objectives 1 and 2: Determine the Needs of Vocational Teachers and Teacher Trainers.

The following is a list of needs developed by Group #1:

Group #1 Brainstorm Session:

1. Promote cultural awareness of participants
2. Administrative support and involvement
3. Staff-recruitment-development-continuing inservice-certification
4. Software development
5. Realistic job opportunities
6. Futuristic job opportunities
7. Community cooperation/coordination
8. The camot-motivation
9. Student involvement
10. Student recruitment and retention
11. Articulation between K-12-VTAE-Higher Education University
12. Funding for students
13. Program funding
14. Educate employees
15. Intake assessment and orientation
16. Curriculum development
17. Counseling services
18. Intra-Dept. articulation-English as a Secondary Language/Adult Basic Education/General Education-Vocational Education Program
19. Coping skills
20. Maintain standards for employment ability
21. Coping with ethnic politics
22. Language exposure
23. Long term-short term plans

The priority list that was developed by Group #1 is as follows:

1. Promote cultural awareness of participants
2. Staff development through continuing inservice-certification
3. Student recruitment and retention
4. Administrative support/involvement (local-state-federal)
5. Intake assessment and orientation
6. Curriculum development and software development

The group felt that it was difficult to prioritize the needs because there appeared to be some needs that are more critical for administrators that are distinct from the needs of teachers.

Meanwhile Group II developed the following list of needs: (The numbers that are circled to the right of the list indicate the priority rating of the group).

Group #2 Alfredo Zamora

I. Educational Needs (3)

- teachers and administration
- students
- inservice-staff development, family employees
- curriculum development
- funds
- facilities

II. Social and Cultural (3A)

- ethnic studies
- cultural awareness
- educational awareness
- ethnic cuisine

III. Mass Communications (6)

- radio
- T.V. closed circuit
- newspapers, newsletter

IV. Needs Assessment (1)

- community
- clients needs
- labor market trends-present and future

V. Supportive Services (5)

- counseling
- transporation
- child care
- wealth and medical
- stipends, grants, etc.
- housing, rent
- career orientation
- legal services

VI. Kinds of programs

- Drivers Education
- Any skill-vocational-technical

VII. Employment Development (7)

- Low skills
- Vocational
- Professional

VIII. Coordination of existing resources through existing agencies (2A)

IX. Program Effectiveness (8)

- Monitoring
- Evaluation-assessment
- cost

X. Long Range Planning (2)

- assessment tools-proposal writing

Both groups then discussed the prioritized lists and combined the findings of Group #1 and Group #2 as follows:

Combination of the Two Lists

1. Needs Assessment (VI-15)
   Community-clients-labor market-recruitment, intake, assessment

2. Planning and coordination (VIII X 2, 22, 18)

   - long range planning
   - intra dept. articulation ESL-ABE-GED-Voc. Ed.
   - administrative support/involvement (local, state, federal)

3. Educational Needs (social and cultural) I, IV, 1, 3, 21, 4, 16, 9, 19, 8)

   - curriculum development
   - software development

4. Kinds of Programs - developing special (III) programs

   - ESL-ABE-GED
   - Drivers Education
   - Any skill

5. Supportive Services (II, 12, 15, 17, 10, 14)

6. Mass Communication V, 23

7. Employment Development (VII, 5, 6, 19, 14)

8. Monitoring Program Effectiveness (IX 20)

Group 1 and 2 then assigned four topics each from this combined list in order to develop action plans for the priority areas. Emphasis was given to activities which will have ramifications for vocational teacher education.

Group 1 Topics

1. Needs assessment
3. Educational needs
5. Supportive services
7. Employment development

Group 2 Topics

2. Planning and coordination
4. Kinds of programs
6. Mass communication
8. Monitoring program effectiveness

Objectives 3 and 4: Develop a Professional Development Plan and a Delivery System For Pre and In-Service Training in Bilingual/Bicultural Vocational Education.

The following is the report of action plans as developed by Group #1:

Group #1 Report

Staff Development
Teacher - #1 certified fully but lacks bilingual experience
- #2 has knowledge but not certified

Need #1 - (certified but lacks bilingual experience)

- awareness of bilingualism
- sensitivity seminar
- develop language skills
- work experience in bicultural projects
- provisional certification
- state input
- cultural awareness
- supportive services
- counseling techniques
- awareness seminars
- role play-skits
- community functions
- internships
- ethnic studies
- public appearances
- sensitivity training
- skills and techniques
- courses and seminars
- workshops-internships
- work experience

Need #2 - (has experience but not certified)

- awareness of bilingualism/culture
- develop certification
- degree program
- develop teaching skills
- other professional development
- sensitivity to existing education system and agencies
- counseling services techniques

Counselors #1 and #2

Most of the teacher needs apply to the counselors and in addition:

- clients expectations
- develop flexible counseling techniques
- techniques for intake and assessment of clients
- orientation and knowledge of total program
- referral services

Administrators #1 and #2

- must have knowledge of all defined areas
- community involvement
- must have inter-agency communication
- awareness bilingual/bicultural
- skills in selecting appropriate personnel
- knowledge of funding sources
- ability to meet bilingual needs
- awareness of bilingual/cultural programs

Other Staff

- receptionists
- phone operators
- clerical
- outreach
- district administrators
- boards
- advisory councils
- state boards
- VTAE
- state manpower

Group #2 reported action plans for their topics in the following charts:

PLANNING AND COORDINATION
Needs - Capabilities to be developed

Needs	Teachers	Administrators	Counselors	Others
1. Utilization of resources				Agency people
2. Short term planning	Culture/lang. awareness implementation plans. Seminar (regional seminar)	Identify trainers	Techniques methodology (in-service)	
3. Long range planning	Provides input implements (seminars)	Develops plans -legal -economic -social implications -models -staff dev. -evaluation (Seminars)		Agency people Advisory committee
4. Administrative Support		Recruits presenters for staff develop		Agency people

PLANNING AND COORDINATION
Needs - Capabilities to be developed (cont.)

Needs	Teachers	Administrators	Counselors	Others
5. Intra Dept. articulation ESL - ABE	Provides input implements	Develops plans examine models (seminars)		
6. Assessment tools	Need standardized forms. Forms in language of participants			

MASS COMMUNICATIONS

NEEDS

Educational TV programs

- inservice
- public awareness
- staff awareness of resources/program models

Radio

- bilingual programs--announcements

Public information personnel and public relations to the community.

MONITORING/ACCOUNTABILITY

Needs	Teachers	Administrators	Counselors	Others
1. Standardized Evaluation Instrument	Selects/adopts standardized evaluations			Agencies--consultants select/develop standardized evaluation instru.
2. Forms in participants language	Develop course goals. Writes measurable objectives develop teacher/student activities. Uses measurement instruments	Develop program/staff goals measures program staff effectiveness		Agencies--consultants help develop objectives/ activities for all phases of bilingual/bicultural ed. consultants help develop evaluation strategies at all levels.
3. Cost				

Summary and Conclusions

The participants in the workshop concluded by discussing ways to implement the action plans in order to improve bilingual/bicultural education in vocational education in Wisconsin. The following suggestions were made:

1. Conduct regional inservice seminars for:
   a. Administrators and agency heads
   b. Teachers and counselors
   c. Paraprofessionals
2. Conduct a needs assessment for bilingual/bicultural education in Wisconsin.
3. Establish target dates to attain the major goals identified in this workshop in order to provide vocational education to meet the needs of bilingual/bicultural students.

Impacts of the Planning Conference

After the Planning Conference had been completed, project staff members with the assistance of Armando Orellana and Lou Daniels developed two project proposals and a plan for delivering a part of the in-service courses bilingual/bicultural teachers need. A proposal to train a cadre of vocational educators in bilingual/bicultural education was written and submitted to WBVTAE. A second proposal to assess the need for bilingual/bicultural paraprofessionals conduct a pilot training program was developed and submitted for CETA funding. (A copy of the problem and objectives for these proposals are in Appendix B.) In June arrangements were made to provide a course in Principles of Vocational, Technical and Adult Education to bilingual/bicultural vocational educators.

Appendix A

Members of the Planning Committee

NELSON, ORVILLE, Ph.D.
Professor
Graduate and Undergraduate Faculty
Appointed 1963

1. EARNED DEGREES

B.S. degree University of Wisconsin-Stout, 1956 (Industrial Education)
M.S. degree University of Minnesota, 1958 (Industrial Education)
Ph.D. degree University of Minnesota, 1967 (Education - Industrial Education)

2. EDUCATIONAL EXPERIENCE

Southern School of Agriculture, 1957-59, Minnesota, Teacher of high school drafting, farm shop, woods, algebra, geometry, speech and general math; also proctored part of boys dorm.

Junior High School, 1962-63, Teacher of Industrial Arts to girls and boys.

University of Wisconsin-Stout, 1963-65, Teacher of activity analysis, Methods of Teaching Industrial Education, Education Evaluation and Course Construction; also supervised student teachers.

University of Wisconsin-Stout, 1965-69, Research specialist for the American Industry project; Position involved curriculum development and evaluation.

University of Wisconsin-Stout, 1969 to present, Taught General Psychology, Instrumentation for Research, Structuring Knowledge, Survey Procedures, Curriculum Theory and Practice, Supervised graduate student research. In addition, have assisted faculty members with their research and evaluation. Have also directed approximately thirty funded research projects.

3. LOADS

Courses Usually Taught

421-816	Instrumentation for Research	3 credits
421-811	Structuring Knowledge	2 credits
421-733	Survey Procedures	2 credits
421-750	Curriculum Theory & Practice	2 credits
421-841	Research Design	3 credits

Graduate Research Supervised

421 & 469-770	Plan A Thesis	6 credits
421 & 469-731	Plan B	2 credits
421-890	Field Study (Education Specialist Research Exp.)	6 credits

4. CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

American Education Research Association
Wisconsin Educational Research Association
American Vocational Association (life member)
Wisconsin Association of Vocational and Adult Education
American Council on Industrial Arts Teacher Education
Phi Delta Kappa
American Vocational Education Research Association
National Association of Industrial and Technical Teacher Educators
National Association of Vocational Education Special Needs Personnel

5. CURRENT NON-TEACHING PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

Half time at Center for Vocational, Technical and Adult Education and Center for Research and Educational Improvement

Assisted a variety of educators with curriculum development and evaluation plans

Conducted workshop for Department of Public Instruction on evaluation of career education projects

Conducted leadership conferences for Department of Public Instruction, State Board of Vocational, Technical and Adult Education and local education agencies

Directed a variety of research projects and third party evaluations

6. PUBLICATIONS

A. Journal Articles

"Critical Path Analysis in Industrial Arts," Industrial Arts and Vocational Education, 54, September, 1965.

"The American Industry Project: Development and Evaluation," Curriculum Programs in Action: Their Administration and Evaluation. San Francisco: Center for Technological Education, San Francisco State College, 1967, pp. 113-125.

"The American Industry Evaluation System," Journal of Industrial Teacher Education, 6, Spring, 1969, pp. 37-48.

"The Impacts of Metrication on Industrial Education," Industrial Arts and Vocational Education, 61, December , 1972.

With Harold Halfin, "A Practical Curriculum Development System," Man, Society and Technology, 35, May/June, 1976.

B. Research Reports

Development of a Convergence Plan for Vocational Education in Wisconsin, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1972.

With Richard Gebhart, Status of Industrial Education in Wisconsin, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1972.

With John Jarvis, The Reassessment of Professional Development in Vocational Education in Wisconsin. State Advisory Council for Vocational Education, 1972.

With Harold Halfin, The Center for Vocational, Technical and Adult Education Final Report - Phases I, II, III, IV and V, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1972, 1973, 1974, 1975 and 1976.

DPI Career Education Evaluation Workshop, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1974.

Third Party Evaluation Report - WWTI Career Education Project, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1974, 1975 and 1976 (three year project).

Utilization of the National Occupational Competency Examinations in Wisconsin, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1974 and 1975.

With Robert Brock and Robert Rau, Vocational Education for the Handicapped Workshop, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1975.

Competencies Vocational Teachers Need to Teach EMR Students, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1976. (USOE Project No. OEG-O-74-1755).

With Harold Halfin and Arlys Gessner, Third Party Evaluation Report for the Wisconsin Career Education Consortium, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1976.

With Harold Halfin, Bureau of Career and Manpower Development Planning Handbook, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1976.

With Neal Prichard, Wisconsin Articulated Food Service Evaluation Items, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1976.

With Karen Zimmerman, Consumer Education Needs Assessment Instruments, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, 1976.

C. Major Presentations Have Been Made At:

AVA
AERA
Wisconsin Association of Vocational and Adult Education (WAVAE)
AIAA
VEA Parts C & D Conference
Wisconsin EPD Conference
National T & I Workshop
Commissioner's National Conference on Career Education

7. RESEARCH, SPECIAL STUDY OR WRITING CURRENTLY IN PROGRESS

A. Research

- Handicapped and Disadvantaged Vocational Education Prototype Study
- Business Education Competency Based Module Evaluation
- Consumer Education Competency Identification Project
- Third Party Evaluations
- Experienced Based Modules For Non-Traditional Occupations
- Techniques For Reducing Sex Role Stereotyping

B. Papers in Progress

- Formulating data for effective decision-making
- Application of the Delphi technique in the development of research instruments

HALFIN, HAROLD H., Ed.D.
Professor
Graduate and Undergraduate Faculty
Appointed September 1, 1956

1. EARNED DEGREES

B.A. degree Fairmont State College, 1953 (Education)
M.S. degree Stout Institute, 1954 (Industrial Education)
Ed. D. degree West Virginia University, 1973

2. EDUCATIONAL EXPERIENCE

Hubbard, Ohio, 1954-55, Industrial Education Teacher
Fairmont State College, West Virginia, 1955-56, Industrial Education Teacher
University of Wisconsin - Stout, 1965 to present

3. LOADS

Courses usually taught

469-746	Summer Voc. Ed.	2 cr.
469-502	Principles of Vocational Technical and Adult Education	2 cr.
469-736	Problems in Vocation Education	2 cr.
469-770	Thesis, Vocational Education	6 cr.

Other Collegiate Assignments, 1973-74

Graduate Program Director for Vocational Education
Co-Director of Center for Vocational, Technical and Adult Education
Program Advisor for Vocational Education Graduate Students
Graduate research supervision

4. CURRENT PROFESSIOANL AND ACADEMIC MEMBERSHIPS:

American Vocational Association
Wisconsin Association of Vocational and Adult Education
Phi Delta Kappa
American Industrial Arts Association
American Welding Society
National Association Industrial and Technical Teacher Educators
American Council Industrial Arts Teacher Educators
Wisconsin Industrial Education Association
West Central Wisconsin Vocational Association
American Vocational Education Research Association
Vocational Instructional Materials - AVA

5. CURRENT NON-TEACHING, PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

Assisted a variety of Educators with curriculum development and evaluation plans

Conducted workshops for Department of Public Instruction; State Board of Vocational, Technical and Adult Education staff and local education agencies

Directed or assisted on a variety of research projects and third party evaluations

Director - EPDA 552 Leadership Development Program in Vocational Education

Participant in "Women in the World of Work Seminar," Directed by Dr. Mary Ellis, 1975.

6. PUBLICATIONS

A. Journal Articles

With Orville Nelson, "A Practical Curriculum Development System". Man, Society and Technology, 35, May/June, 1976

With Robert Swanson and Lawrence Wright "Occupational Education: A Means of Focusing Industrial Arts". Theory into Practice, Ohio State University, December 1970

With Lorraine Vanderkamp, A model for Adult Education to Include Computer assisted Instruction, Center for Vocational, Technical and Adult Education, Board of Regents, University of Wisconsin-Stout, 1973

Education Professions Development Act - Leadership Development Program in Vocational Education - Final Report to USOE, Center for Vocational, Technical and Adult Education, UW-Stout, Menomonie, Wisconsin 1975 and 1976

With Dorothy Dale "Graduate Program Following Procedural Manual," The Graduate College UW-Stout, Menomonie, Wisconsin, August, 1975

With Orville Nelson, The Center for Vocational Technical and Adult Education Final Report - Phases I, II, III, IV, UW-Stout Center for VTAE, 1972, 1973, 1974 and 1975

With Orville Nelson and Arlys Gessner, Third Party Evaluation Report for the Wisconsin Career Education Consortium, UW-Stout, Center for CVTAE, 1976

With Orville Nelson, Bureau of Career and Manpower Development Planning Handbook, UW-Stout, Center for VTAE, 1971

With E.W. Courtney, The Identification of the Common Professional Training Requirements of Vocational Education Teachers - Board of Regents - Wisconsin State Universities, May 1970

C. Presentations Have Been Made At

"Task Based Curriculum Development for General Education", Wisconsin Association of Vocational and Adult Education, Green Bay, WI 1974

"Competency Based Technical Education" Personnel Development in Vocational Education Conference, Madison, WI 1976

"Curriculum Development in Vocational Education", Wales High School, Wales, WI 1976

"Curriculum Development in Vocational Education", Cooperative Education Service Agency #3, Gillete, WI 1976

"Competency Based Education" State Board of Voc. Tech and Ed. Staff Meeting, Madison, WI 1975

"Competency Based Education" VTAE Administration Conference, Madison, WI 1976

"Competency Based Education - A DACUM Process for Developing Curriculum", Wisconsin DPI - BCMD, Madison, WI 1975

7. RESEARCH, SPECIAL STUDY OR WRITING CURRENTLY IN PROGRESS

A. Research
Business Education Competency - Based module Education
Third Party Evaluations
Women in Non-Traditional occupations
Energy and related occupations

B. Utilizing the Delphi Technique to determine the value of residency requirements for Graduate Education at UW-Stout, Menomonie, WI

8. PROJECTS DIRECTED OR CO-DIRECTED

Center for Vocational, Technical and Adult Education, 1971 to present.

EPDA- Leadership Development Program in Vocational Education (552), 1974 to present.

Bureau of Career and Manpower Development Planning Study (Wisconsin Department of Public Instruction), 1975-77.

Identification of the Common Professional Training Requirements of Vocational Education Teachers, 1970.

Leadership Conference for Wisconsin Rural Electrification Instructors, 1970.

Leadership Conferences for Wisconsin VTAE Research and Planning Administrators, 1969, 1970, 1971 and 1972.

Articulation of Secondary and Post-Secondary Vocational Education Programs in Wisconsin, 1974-75.

Evaluation of Western Wisconsin Technical Institutes Three-Year Part D Career Education Project, 1973-76.

ABE Metric Project, 1975-77.

ORELLANA, ARQUIMIDES ARMANDO
5734 Bittersweet Place
Madison, Wisconsin 53705

Academic Qualifications

Working toward eventual Ph.D.

Educational Administration - University of Wisconsin-Madison. B.S. - Seminario Mayor - Metropolitano Central Administration, 1959. Concentraion: Theology - a Master's thesis in Theology. Graduated cum laude from Institum Sotiologiane Pastorolis; Rome, Italy - Major in Theology and Sociology.

Additional work in Art, Electricity, Folklore, Dance, at several different institutions.

Under the direction of the Right Reverend Honorable Arthur Michael Ramsey, D.D. Former Bishop of Canterbury and Primate of England. I studied for a summer the Holy Spirit and Christian behavior. I have attended a multitude of local, state, and national conferences related to the following areas: management by objectives, adult basic education, recruitment, counseling, teacher aides in-services, program writing--development and cultural diversities.

I have been a main speaker at various state conferences and the only Spanish speaking person speaking at the last five International Bilingual/Bicultural Conferences in regard to bilingual/bicultural education and work as an official presenter representing the Wisconsin State Board of Vocational, Technical and Adult Education.

Teaching Experience

Five years of Montessori School - teaching Art and Spanish.

Two semesters at Alverno College - Milwaukee, Wisconsin; 1969 - Latin and American Literature and translation.

1964 to Spring of 1965 - I was the Migrant Master in Oklahoma.

1965 to 1966 - I was a Migrant Master in Wisconsin.

1966 to 1968 - U.M.O.S. - Education Coordinator.

1968 to 1969 - Coordinated Employment Program under the Department of Labor and worked as an Educational Coordinator.

1969 to 1971 - Worked at University of Wisconsin-Milwaukee at an Outreach Program.

1971 to present - Working with the Wisconsin Board of Vocational, Technical, and Adult Education as the State Vocational Educational Consultant in Outreach services.

Assisted at Drake University, Iowa - Planning and developing their Master's Program in Rehabilitation and job placement program.

In 1975, I received the Lauback Literacy International Award for Service to Literacy.

In 1975, I received Honorable Mention Award from Region V - Service to Latino Communities as a State Vocational Educational Consultant in Outreach services.

I deal with Indian reservations, correctional systems, and Chichano and Puerto Rican groups.

I am organizer of the six Vocational, Technical, and Adult Education Women's Bureau in Wisconsin for the world of work.

Long involvement in Bilingual/Bicultural Program.

Coordinator for development of 35 vocational occupational skills into the Vietnamese language and culture and into Chicano, Puerto-Rican and Spanish. There have been 3,500 sets of materials (Levels 1, 2, and 3) distributed thus far.

Appendix B

Problem and Objectives for Short Training Program
Of Cadre of Vocational Educators in Bilingual/Bicultural Education

Project: Short Training Program of A Cadre of Vocational Educators In Bilingual/Bicultural Education

By: Richard Peter, UW-Stout

Submitted to: Wisconsin Board of VTAE

The Problem

The purpose of this project is to develop an awareness of the problems encountered by limited English-speaking persons as they pursue vocational education at the post-secondary level in Wisconsin. The awareness would include making a cadre of (1) vocational education teacher trainers, (2) college administrators, and (3) post-secondary Vocational Education Teachers sensitive to the diverse cultural backgrounds of the clients they serve. Being apprised of the problems encountered, pre-service and in-service programs can be provided to extend what has been learned to other teachers and administrators.

By involving the two levels, articulation and discussion will be promoted which may preclude a person from moving out of a bicultural approach to a mono-cultural approach. Thus bridges can be built by all levels of education to help meet the needs of persons whose cultural heritage is distinct.

This proposal will not attempt to make any educators involved bilingual; however, it is proposed that a sensitive awareness to the many problems encountered by limited English speaking people is needed prior to attempting to meet the bilingualism of instructors. A sensitive awareness of cultural pluralism is needed by all who are involved in education today.

Objectives

The overall goal of this proposal is to provide inservice to a cadre of 80 people to develop an awareness of and a sensitiveness of the many problems of limited English-speaking people as they relate to the post-secondary vocational education programs in Wisconsin. The cadre will be used to provide additional inservice for post-secondary vocational educators. More specifically the following objectives will be emphasized:

1. Develop an awareness of the culturally different people who are enrolled in the post-secondary vocational education programs in Wisconsin.
2. Demonstrate how the curriculum may be adapted to meet the needs of culturally distinct.
3. Adapt instructional methods to meet the needs of those who are multi-cultural.
4. Develop a process which will establish better school/community relations in a bilingual/bicultural setting.
5. Develop an understanding of the politics of bilingual education.
6. Determine what materials are available that will assist the teachers as they work with those who are multi-cultural.
7. Develop a plan for the participants to disseminate the products of the workshop to other staff in their institutions.

PROJECT: Develop a Training Program for Bilingual/Bicultural Paraprofessionals To Assist Vocational Education Teachers Prepare Limited English-Speaking People For The World of Work

BY: Harold Halfin and Orville Nelson

SUBMITTED BY: Wisconsin Board of Vocational, Technical and Adult Education

ABSTRACT:

Section 110 Public Law 94-482 makes provision for meeting the needs of people with limited English - speaking ability. In addition, the State Plan reveals that some of these people may require special services and assistance to enable them to succeed in vocational education programs or to perform adequately in a work environment requiring English.

The primary objective of this project is to develop a training program which will prepare bilingual/bicultural persons as paraprofessionals to assist vocational educators in preparing limited English speaking people for the world-of-work.

With the assistance of an advisory committee, a training program will be devised and eight paraprofessionals will be prepared to assist vocational education teachers. The training program would be made available to those districts who desire to utilize the program with approval of WBVTAE.

PURPOSE/
OBJECTIVES:

The purpose of this proposal is to develop a training program which will prepare bilingual/bicultural persons as paraprofessionals to assist vocational educators in preparing limited English-speaking people for the world-of-work.

The objectives established for this proposal are:

1. Determine the need for bilingual/bicultural paraprofessionals in the VTAE schools of Wisconsin.

2. Determine the status and the type of training program offered to prepare bilingual/bicultural paraprofessionals in the United States.

3. Devise a sixteen week training program to prepare bilingual/bicultural paraprofessionals.

4. Pilot test the sixteen week training program with eight selected bilingual/bicultural trainees.

5. Disseminate the training program to appropriate institutes for considerations as a program addition.